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ABSTRACT

Information on obtaining financial support to meet the needs of disabled college students is presented. Institutional planning components that are needed include a planning and support team, involvement of the disabled, and coordination of long-range planning with the service delivery system. Two publications on federal categorical funds and a directory of private and public grant funds are identified. Information is provided on five federal funding sources for programs for handicapped individuals in postsecondary institutions: Special Services for Disabled Students, Regional Post-Secondary Education Program for Deaf and Other Handicapped Persons, Cooperative Education Program, Rehabilitation Services and Facilities--Basic Support Program, and the Fund for the Improvement of Postsecondary Education. In addition to brief descriptions for each funding source, the enabling legislation is listed, along with appropriations (grants) for fiscal years 1981 through 1985. The range and average of financial assistance are identified, along with the address and phone numbers of contact persons. Advice on developing a proposal is included, with attention to the following elements: statement of need, objectives, methodology, evaluation, and budget. Funding from state/local agencies and foundations is also addressed. (SW)

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FUNDING SOURCES TO FUND DISABLED STUDENT PROJECTS ON CAMPUS: 1985 PERSPECTIVE

A HEATH RESOURCE PAPER

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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HE 019 426

Introduction

Funding for programs serving handicapped individuals at post-secondary institutions is a fairly recent occurence. In fact, very little was done to serve disabled people until the early part of this century.

Much of the early assistance to handicapped individuals was marked by confinement and little education. The aid that was available was aimed towards meeting the needs of children. During the early part of the twentieth century, these needs were met mostly by some state programs and church groups. The public schools started their effort to serve the handicapped in the early 1950's.

The first categorical aid programs for the handicapped came in 1879 with a provision of money by Congress for the blind. In 1888, Congress provided $120 per year for each disabled veteran for the operation of state homes. A landmark piece of legislation in serving the handicapped was the Vocational Rehabilitation Act of 1920. This act provided funds to aid in the retraining and employment placement of disabled persons. In 1954, Vocational Rehabilitation Amendments added research and professional training authorization to vocational rehabilitation.

While there may be little federal or foundation money specifically set aside for colleges and universities to serve disabled people, there is a wide range of resources which an informed and creative campus development officer can coordinate. In order to insure success in this endeavor, several things are needed:

1. An institutional plan that meets the needs of handicapped students and which has the backing of the trustees.
2. A knowledge of Federal Categorical Funds.
3. An understanding of the characteristics of a good proposal.
4. A knowledge of exemplary programs serving handicapped students.
5. An understanding of how to use state and local agencies.
6. A knowledge of private and corporate foundations.
7. An understanding of how to acquire foundation grants.

8. An institution that is aware of financial aid opportunities for its students.

This paper will outline information that will assist an institution in being successful in gaining financial resources to support the needs of the handicapped students.

Institutional Planning

If an institution is going to serve needs of the handicapped people, the institution should establish plans to make sure that the following factors exist at the College:

1. A planning and support team established to foster the successful entry of handicapped students to the campus. This team should be made up of representatives from the following areas:

   a. Admissions
   b. Personnel
   c. Academic Affairs
   d. Security
   e. Business Office
   f. Financial Aid Office
   g. Physical Plant Department
   h. Development Office
   i. Student Government
   j. Public Relations
   k. Handicapped Advisory Committee

2. A college that involves community members who are handicapped as well as those who have served the handicapped through non-profit organizations. These individuals should save the institution substantial amounts of money by enabling new programs to build on the experience of on-going community programs. Perhaps the best way for an institution to serve handicapped individuals is to merely add services to an already-established delivery system. In many communities the involvement of selected members of non-profit organizations will involve the informal power structure of the community. This involvement will insure the success of the project.

3. A service delivery system established for each of the handicapped groups planning to attend the college. This system, in come cases, will have to be adapted to meet the special needs of an individual.

4. A long-range plan to serve handicapped students at the

institution that is coordinated with the service delivery system in the community.

5. A faculty aware of the special needs of the handicapped group to be served. They should also be supportive of the effort to serve the handicapped. This support should be based on the knowledge of the limitation and potential of the handicapped individuals served by the program.

6. A Board of Trustees and President who understand the cost of serving selected handicapped populations.

A successful project for handicapped individuals should be based on the long-range plans of the institution. The chances of getting a project funded are greatly increased by showing a long-range impact as well as insuring the continuation of the project.

All of these factors are needed to have a successful program.

Finding Federal Funds

Two of the most highly recommended sources for gaining information about federal categorical funds are: The Guide to Federal Assistance and The Catalogue of Federal Domestic Assistance (CFDA). Both give a comprehensive review of all the federal government. These source books are designed to assist in identifying the types of federal domestic assistance available, describing eligibility requirements for particular programs and providing guidance on how to apply for specific types of assistance. The books are also intended to improve coordination and communication between the federal government and state and local governments. The Catalogue is available for $36 from:

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
(202) 783-3238

The Catalogue is a comprehensive listing and description of federal programs and activities. It gives information on grants, loans, loan guarantees, scholarships, mortgage loans, and other types of financial assistance.

The Guide is available for $300 for the initial year and $267.50 for renewal years (optional first class mailing services available for an additional $18). It is updated on a monthly basis and provides the most comprehensive coverage of federal categorical funding. This collection is the best source of gaining information regarding federal categorical funding. It is available from:

Wellborn Associates, Inc.
14 Thornwood Court
Clover, South Carolina 29710
(803) 831-8875

Several books have been prepared to review the specific federal funding available for serving the handicapped. An excellent resource is the Handicapped Funding Directory, 1984-1985. The Directory lists more than 500 foundations, government agencies, and associations which grant funds to institutions and agencies for handicapped programs and services. The book is available for $18 from:

Research Grant Guides
P.O. Box 357
Oceanside, New York 11572
(716) 527-7851

The following is a limited listing of those federal funding sources that have a high rate of applicability to serving the needs of handicapped individuals in post-secondary institutions:

(1) Special Services for Disadvantaged Students (13.482)

Enabling Legislation: Higher Education Act of 1965, Title IV-A; Higher Education Amendments of 1968; Public Law 90-575; Public Law 92-318; Public Law 93-380; Public law 94-482.

Project Description: To assist low income, educationally or culturally deprived, physically handicapped students and/or students with limited English-speaking ability who are enrolled or accepted for enrollment by institutions which are recipients of grants to initiate, continue, or resume post-secondary education.

Appropriations (Grants):		
	Fiscal Year 1981	63,900,000
	Fiscal Year 1982	60,702,406
	Fiscal Year 1983	60,700,000
	Fiscal Year 1984	60,741,000
	Fiscal Year 1985	62,100,000

Range and Average of Financial Assistance: $60,000 to $120,000 ($85,000)

Information Contact:

Carol Smith
Division of Student Services
Office of Post-secondary Education
U.S. Department of Education
ROB 3 - Room 3042
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-2165

(2) Regional Post-Secondary Education Program for Deaf and Other Handicapped Persons.

Enabling Legislation: To develop and operate models of specially designed or modified programs of vocational-technical, post-secondary or adult education for deaf and other handicapped persons.

The project provides resources and services needed by handicapped persons to assist in their successful integration into a non-handicapped school population and regular educational programs, by provision of an integrated, comprehensive range of services. These services are designed to enable handicapped students to compete academically with non-handicapped persons.

Funds are provided to institutions of higher education and other appropriate non-profit educational agencies for the following activities:

Interpreters	Job Placement and Follow-Up
Tutors	Preparatory and Orientation Services
Notetakers & Readers	Supplementary Learning Experiences
Wheelchair Attendants	Instructional Media
Guidance Counselors	In-service Training for Teachers and Other Staff
Auditory Training	Planning and Evaluation

Appropriations: Fiscal Year 1981 2,950,000

Fiscal Year 1982	2,832,000
Fiscal Year 1983	2,832,000
Fiscal Year 1984	2,400,000
Fiscal Year 1985	2,800,000
(Whole Program)	5.3 million

Information Contact: Dr. Joseph Rosenstein, Coordinator
Regional Education Programs (Post-Secondary)
Office of Special Education and Rehabilitive Services/Special Education Programs
Room 4920, Donohoe Building
400 Maryland Avenue, S.W.
Washington, D.C. 20202
Phone: (202) 732-1176 (voice),
(202) 245-9598 (TDD)

(3) Cooperative Education Program

Enabling Legislation: Higher Education Act 1965, as amended, Title VIII, Section 802.

Project Description: This program provides federal financial assistance to help institutions of higher education offer students paid work experiences closely related to their academic and career pursuits, and to provide for specialized training and research to improve the effectiveness of programs of Cooperative Education.

Appropriations:

Fiscal Year 1981	23 million
Fiscal Year 1982	14.4 million
Fiscal Year 1983	Figure Not Available
Fiscal Year 1984	14.4 million
Fiscal Year 1985	14.4 million

Contact Person: Mr. Stanley Patterson
Office of Post-Secondary Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202
Phone: (202) 245-3253

(4) Rehabilitation Services and Facilities - Basic Support Program (13.624)

Enabling Legislation: Rehabilitation Act of 1913, Sections 203 and 204, Public Law 93-112, PL 95-602.

Project Objective: To provide vocational rehabilitation services to persons with mental and physical handicaps. Priority service placed to needs of those persons with the most severe disabilities.

Federal and State funds are used to cover the costs of providing rehabilitation services which include: diagnosis, comprehensive evaluation, counseling, training, reader service for the blind, interpreter services for the deaf, and employment placement.

Also, assist with payment for medical related services and prosthetic and orthopedic devices; transportation to secure vocational rehabilitation services; maintenance during rehabilitation; tools, licenses, equipment, supplies, and other goods and services; vending stand for handicapped persons including management and supervisory services; and assistance in the construction and establishment of rehabilitation facilities. Services ar provided to families of handicapped individuals when such services will contribute substantially to the rehabilitation of such individuals who are being provided vocational rehabilitation services.

Appropriations (Grants):		
	Fiscal Year 1981	$854,259,000
	Fiscal Year 1982	863,040,000
	Fiscal Year 1983	943,900,000
	Fiscal Year 1984	871,546,000
	Fiscal Year 1985	Not Available

Range and Average of Financial Assistance: $465,000 to $54,451,294 ($3,000,000)

Information Contact: Rehabilitation Services Administration
Office of Management Services
330 C Street, S.W.
Mary E. Switzer Building, Room 3229
Washington, D.C. 20202
(202) 245-2201 or state or local office
(202) 732-1282 (Office of Commissioner)

(5) The Fund for the Improvement of Post-Secondary Education

Enabling Legislation: Title X of the Higher Education Act of 1965 as amended

Project Description: This fund supports an array of diverse projects each year. However, most projects are local improvements, which, if successful, usually continue beyond the period of Fund support. Others focus on assessment, dissemination, evaluation activities, and often terminate with completion of the project. The Fund provides support in the form of either grants or contracts, depending on the nature of the project and its objectives. Projects may receive support for 1, 2, or 3 years. The Fund has had a history of funding projects related to the handicapped.

Appropriations (Grants):		
	Fiscal Year 1981	13,500,000
	Fiscal Year 1982	13,500,000
	Fiscal Year 1983	11,520,000
	Fiscal Year 1984	11,710,000
	Fiscal Year 1985	12,710,000

Range and Average of Financial Assistance: $2,000 to $150,000 ($61,000).

Federal Contact Person: Ms. Diana Hayman, Program Officer
Fund for the Improvement of

Post-Secondary Education
Office of the Secretary,
Post-Secondary Education
Room 3100, ROB #3
400 Maryland Avenue, S.W.
Washington, D.C. 20202
Phone: (202) 245-8091

A Good Proposal

One of the best processes to use in the development of a proposal is the prospectus. A prospectus is a written description of an idea. It is usually three pages or less. It has the following elements:

1. Need
2. Objectives
3. Procedures
4. Evaluation
5. Dissemination

A prospectus can be developed very quickly and can be easily changed. Once the prospectus has been developed, it can be clarified with the other members of the organization. It can also be used to work with the prospective funding agency or a foundation. The elements of a prospectus are very similar to those found in a proposal to a federal funding agency. The major difference is that a prospectus is very precise and to the point.

Once the prospectus has been refined and the funding agency has been identified, then the proposal is ready to be developed. A good proposal for federal categorical aid will contain the following elements:

1. Statement of Need
2. Objectives (Purpose)
3. Methodology (Procedures)
4. Evaluation
5. Budget

A good proposal will have groundwork done on each of these elements. Planning and research is an important part of this groundwork. Planning enables every aspect of the proposal to fit into the long-range plans of

the organization. Research gives a strong base to the data presented in the proposal.

The specific elements of a good proposal will vary with the requirements of the funding agency, but the following items will be found in a majority of proposals:

1. Statement of Need

   This section should give the reader an overall introduction to the organization and the population it serves. It should also give a brief introduction to the geographic area. It should also state clearly the needs or problems in the service area that motivated the proposal. It should state the method or methods used to ascertain the need. Good research and the use of informed individuals from the community must be involved in the process of developing this statement. In most proposals, this section receives a high percentage of the reader's points.

2. Objectives

   The objectives of a proposal should be clear and measurable by the month. They should be realistic and evaluated in light of the budget. Is there enough money to accomplish the stated task? There should also be a statement of how they were determined and how they will be accomplished. This section should be developed carefully and should be developed using a team of individuals from the organization. If other organizations from the community are going to be involved in the grant, the people involved should review the proposal -- especially this section.

3. Methodology

   In this section the service area should be described and the characteristics of the area to be served should be given. Background information should be given on the grantee agency and their relationship to the proposal. Efforts should also be made

to give specific details of how the objectives of the proposal will be met. In many proposals, a section on dissemination will be requested. In some proposals there will be a description of services. The service will be listed, there is an explanation of the service delivery system and the people to be served. The procedures in each case will be specific and will be tied to the already stated objectives.

A good proposal will have a well-researched need and tie to this need specific objectives that will be implemented through well-timed procedures. In many proposals, Pert Charts of Gantt Charts will be used to insure the reader that the procedures are realistic and are tied to a timetable.

4. Evaluation

Every proposal should tie in some method of evaluation. This evaluation component should show a method for formative as well as summative evaluation. The challenge to the writer is to have a method that will take a limited amount of time and money, but will assure a system of review of the project. Many good books have been written regarding evaluation methods. One of the best articles written on evaluation that relates directly to proposal development was "The Process of Program Evaluation" by John Van Manen in the January/February 1979 issue of Grantsmanship Center News. Copies are available from the Grantsmanship Center, 1031 South Grand Avenue, Los Angeles, California 90015. The cost is $3.00.

The establishment of a good evaluation component will take time, but will insure the greater possibility of the success of the proposal and its long-range effect on the organization.

5. Budget

The budget is the most important aspect of a proposal. The budget tells the reader who is doing the job, where he is traveling, and

what the organization's commitment is to the idea from both the cash and in-kind services. The budget must be derived from the objectives, tasks, and activities as expressed in the proposal. The proposal budget consist of two major parts:

a. Finanical Figures - The financial figures are the compilation of the estimated cost of accomplishing the tasks described within the proposal.

b. Budget Narrative - The budget narrative or written justification explains thoroughly how the financial figures were obtained for each category within the estimated budget.

The budget can be divided and subdivided into any number of categories and classifications. However, the following categories will appear in most proposals by non-profit organizations.

1. Personnel
2. Consultants
3. Travel
4. Office Supplies
5. Telephone/Postage/Utilities
6. Rental
7. Reproduction Services/Printing
8. Educational Materials/Supplies
9. Miscellaneous Items
10. Indirect Costs

Exemplary Post-Secondary Institutions Serving Handicapped Students

Every institution, in some form, has established a system to serve handicapped students. Much can be learned from the experiences of other institutions. The best collection of programs for the deaf was compiled by Galluadet College through the support of the W. K. Kellogg Foundation. The booklets give a review of college and career programs for deaf students. The packet is titled, The Deaf Student In College. The packet is "free", although Gallaudet is asking for .75 for handling. It is available from:

Gallaudet College Press
Distribution Office
800 Florida Avenue, NE
Washington, D.C. 20002

One of the best overviews of exemplary programs serving the handicapped is entitled Federally Funded Programs for Disabled Students: A Model for Post-Secondary Campuses. The report was prepared in 1981. The study reviews 15 programs funded by the Regional Education Programs. The book was written by William Anderson, Rhona Hartman, and Martha Redden and is available through the HEATH Resource Center.

Another excellent source of information is the 1981 Idea Handbook for Colleges and Universities: Educational Opportunities for Handicapped Students by S. G. Tickton, W. A. Kinder, and A. S. Foley, published by the Academy for Educational Development. The book is a compendium of innovative approaches, practical ideas, and notable programs to provide or improve educational and career opportunities for physically, mentally, and developmentally disabled persons on American campuses. The authors have included information from about 150 schools and arranged the 12 chapters according to ideas for a type of service, such as Ideas on Orienting Disabled Students, Establishing Support Services, Training Personnel, Adapting Technology, and Raising Funds. Copies of the Idea Handbook are available through the ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, Virginia 22304 (1-800-227-3742), edition number ED209984, 135 pages on microfiche @ .97 + .22 shipping or paperback at $10.90 + $2.16 shipping.

State and Local Agencies

In most states, the Governor has appointed a committee to work with state agencies to coordinate services to the handicapped. In North Carolina, for example, the Governor appointed "The Governor's Council for Persons with Disabilities." Working with groups like this should facilitate the acquisition of public as well as private funds.

Every community has a substantial number of non-profit groups that serve the needs of the handicapped. Most of them has existed for a substantial number of years in the community. These organizations could be a great asset in meeting the long-range plans of the institution. Such organizations are: American Cancer Society, Epilepsy Association, Lions Club, March of Dimes, Mobile Meals for the Elderly and Handicapped, United Way, Muscular Distrophy Association, and Association for Retarded Citizens.

These are just a few of the organizations that can assist an institution gather data on handicapped populations and prepare to raise funds for the institution's effrots to serve the handicapped.

Local government agencies might also by helpful to check with. Such organizations are: Social Security, Vocational Rehabilitation, Mental Health, and Parks and Recreation -- Special Programs, and Dēvelopmental Disabilities Planning Council.

Each of these agencies can provide data on segments of the handicapped population. It would be difficult to fund a successful project on a continuous basis without the assistance of these groups.

Foundations

There are several resources available that summarize foundation funding available for projects to assist its disabled population.

The best source of information is the Foundation Center. The Center has major offices in New York and Washington, DC, as well as regional offices throughout the United States. For more information on the Foundation Center and to locate the office nearest you, call 1-800-424-9836 or 202-331-1400. The use of these centers is free and provides large amounts of information that could be helpful to a person or institution looking for foundation funds.

The following publications are major sources of information available through the Foundation Center.

1. The Grants Index Bi-Monthly -- a bi-monthly magazine listing the grants given by major foundations. The six issues of the magazine are available for $20 a year. This publication gives the best up-to-date listing of funding by major private foundations. (This information was previously available in the Foundation News.)

2. The Foundation Directory, Ninth Edition -- this book gives complete descriptive information on the 3,363 largest foundations in the United States. An institution considering foundation funding should have this book in its library. The book costs $65 and $10 for the supplement.

3. Comsearch -- another source of information regarding foundations and the handicapped is provided by the Foundation Center. Comsearch is a printout, by categories, on grants made by major foundations to institutions. The printouts are categegorized by specific subjects, specific states and cities, and asset and grant size. Microfiche is available.

For more information regarding the specific topics and pricelists for the above sources contact:

The Foundation Center
888 Seventh Avenue
New York, New York 10106
Phone: (800) 424-9836
(202) 331-1400

Major Factors Needed for Foundation Funding

Every foundation that reviews a proposal is looking for certain factors being present in an organization. Research has shown that the following factors have a significant effect on funding:

1. An institution should have a history of success. The institution demonstrates to the foundation that they will make efficient use

of the funds and the product or process produced will be useful to the community.

2. An institution should have a good community image. The community should view the institution and the project as being worthy of funding.

3. The institution should have a tie from the foundation's Board. Most foundations will not fund a project unless the institution has some tie with the concerns of the foundation.

4. The proposal should be built around the interests of the foundation. Private and corporate foundations can play an important role in getting projects started and meeting an immediate need of an institution. An institution will have to turn to other sources for continuous funding.

Financial Aid and Disabled Students

One of the ways an institution can get additional funds for serving handicapped students is through financial aid. A package can be developed that would pay for the tuition needs of the students as well as the special needs of handicapped students. Most vocational rehabilitation counselors would work with the counseling staff or a financial aid officer at an institution to provide the additional aid to qualified students.

The best summary booklet on financial aid is called The Student Guide: Five Federal Financial Aid Programs, 1985-1986. This booklet reviews five federal financial aid programs. This source can be a great assistance to serving the handicapped. One or more copies of this booklet may be obtained by writing or calling:

B.E.O.G.
Box 84
Washington, DC 20044
Phone: (202) 472-5080 or (800) 638-6700

Conclusion

There are no easy answers to questions regarding funding. This article does, however, give some resources that can aid institutions in better meeting the needs of the handicapped population. Administrators and faculty are at a beginning point in providing quality education for people with disabilities. It is a challenge to every institution to fully meet this need.